

increasing skill gradually make it possible for the older child to make real amends. He can at the very least make amends in *words*, if not yet in deeds. If he cannot yet bind up a bodily wound, he can at any rate offer his favourite toy to assuage the spiritual hurt. The possibility of true remorse for hostile acts is bound up both with the development of the ego through real experience, and with the lessening of inner phantasies of retaliation and punishment from the super-ego.

Another important development in the children's behaviour, made possible by greater maturity as well as by experience and the influence of adults, is the growth of the wish to cherish and protect the younger children or the newcomers to the school. There are many instances of this. The underlying mechanism here, as in serving others generally, is that of identification with the good parent. The child who admires what the younger ones do—"Fancy Phineas being able to do that! Isn't it splendid!"—who cherishes them and is tender towards their needs, is being to them the parent that he would have his own parents be to him. In this, he is allaying his own anxieties connected with helplessness, need and aggression. And yet, at the same time, he is satisfying, indirectly and for a good end, the very aggression itself, since even in the helping and protecting, it is the younger child who is made out weak and helpless. In an earlier section, it was seen (and confirmed by other authors) how easily at this age the very helping becomes a too forcible controlling and even an actual bullying. It is only with the passage of years that the child's wish to behave as a good parent is proof against the uprush of the more primitive feeling of rivalry with the younger ones.

A few of the instances quoted in this section were note-worthy, not so much because of their intrinsic or general interest, but because they marked definite advances in social feeling in those particular children. It was, for instance, quite an event when Harold (towards the end of his second term, during part of which he had, however, been away ill) came to Mrs. I. in a friendly way, and asked her to "be a coach and hook on behind". This was not only friendly to Mrs. I.—it was so to the other children too, since it meant giving up the pleasure of scorning them and joining willingly in the general game of "engines". It showed a considerable